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ABSTRACT

School psychologists were surveyed as to their perceptions and opinions of the fourth edition of the Stanford-Binet Intelligence Scale. Responses were received from 97 of the 200 psychologists surveyed, for a response rate of 48.5%. The survey indicated that the majority of school psychologists need additional training in administering, scoring, and interpreting the test; however, few have received such training. A small number of practicing school psychologists have adopted the revised instrument in their practice or sponsoring agency. When psychologists were asked to rank, in order, instruments of choice, the Wechsler Intelligence Scale for Children was followed by the Kaufman scale. (Contains three tables and four references.) (SLD)

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A Survey of Perceptions by School Psychologists of the Stanford-Binet IV

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ABSTRACT

School psychologists were surveyed as to their perception and opinion of the fourth edition of the Stanford-Binet Intelligence Scale. The survey indicated that the majority of school psychologists need additional training in administering, scoring, and interpreting the test; however, few have received such training. A small number of practicing school psychologists have adopted the revised instrument in their practice or sponsoring agency. When asked to rank, in order, instruments of choice, the Wechsler followed by the Kaufman were scales of choice.

A Survey of Perceptions by School Psychologists

of the Stanford-Binet IV

Recently, the Stanford-Binet IV (SB IV) has come under much scrutiny and criticism. As the Communique (1987) pointed out, the lack of validity data and the difficulty in obtaining a technical manual has caused the National Association of School Psychologists to pass a resolution not to use the revised Stanford-Binet for eligibility/placement of students. Slate (1987) further notes the following problems: lack of standard error of measurement data; disproportionate numbers of college graduate and managerial/professional individuals in norm groups; retention of the 16-point standard deviation; and prohibitive cost.

Rothlisberg (1987) found that a significant positive relationship exists between the SB IV and the WISC-R. However, the WISC-R performance and full scale scores tend to be consistently higher than that of the SB IV.

A recent study conducted by Ittenbach and Harrison (1987) found several advantages and disadvantages of the SB IV.

Advantages are:

1. The SB-IV is based on current psychological theory.

2. The SB-IV has broader coverage of information-processing capabilities;

3. The SB-IV allows freedom of the examiner to select appropriate tests;

4. The SB-IV has an adaptive testing format;

5. The SB-IV includes more detailed assessment of various information-processing skills;

6. The SB-IV utilizes several area scores in addition to the global composite;

7. The SB-IV includes subtests that are attractive and challenging to examinees.

Disadvantages are:

1. The SB-IV technical manual was introduced one year after publication;

2. The SB-IV has no interpretive manual two years after publication;

3. The SB-IV contained initial errors in the norms tables;

4. The SB-IV has factor analyses that do not support the structure of the scale (interpretation of the composite score is the only one that is recommended);

5. The SB-IV standardization sample does not correspond to 1980 census, especially in terms of SES (weighting procedures were necessary for the development of norms);

6. The SB-IV estimated Area scores are not based on representative standardization samples (administration of all subtests is required for best results; partial computation procedures should not be used);

7. Some SB-IV subtests are difficult to administer and score;

8. The SB-IV norms are only available for individuals up to

age 23;

9. The SB-IV standard age scores for subtests are nontraditional and difficult to evaluate.

Because the SB IV was developed and revised in 1986 to offer an alternative to the widely used Wechsler Scales, the investigator wished to survey practicing school psychologists to obtain their early perceptions of this new instrument. The purpose of this study was to survey school psychologists across the United States to determine if the revised Stanford-Binet was viewed as a viable and usable instrument for eligibility and placement of students. Also sought were the retraining efforts on the part of school psychologists to administer and interpret the revised instrument.

A brief questionnaire was mailed to 200 school psychologists across the United States in May of 1987. Four names per state were randomly selected from the membership booklet of the National Association of School Psychologists. A stamped, self-addressed envelope was mailed along with the survey. A total of 97 surveys, or 48.5 percent, were returned.

Results

A majority of school psychologists surveyed feel that additional training is needed in administering, scoring, and interpreting the revised Stanford-Binet (79.5%). Additional

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training has been received by 45.4% of the school psychologists. Thirty-four percent are currently using this instrument to varying degrees as a part of their work or practice. Sixty-six percent of the school psychologists surveyed had never administered the revised instrument. Forty-five percent advocate it as a part of a complete psychoeducational battery. Of the school psychologists surveyed, approximately 47% feel that the SB IV will successfully compete against the Wechsler and Kaufman Scales. A small number of agencies and state departments have so far adopted this instrument.

When asked to rank the instruments in order of their usage, the Wechsler Scales received a mean rank of 2.69; the Kaufman Scale 2.55; the old Stanford-Binet 1.98, and the revised Stanford-Binet 1.26.

Table 1

Responses of School Psychologists

	Response	
	Yes	No
1. Do you believe that additional training is necessary for the proper administering, scoring, and interpretation of the revised Stanford-Binet?	79.5	20.5
2. Have you received specific training or retraining in the administration, scoring, and interpretation of the revised Stanford-Binet?	45.4	54.2
3. Have you utilized the revised Stanford-Binet in your practice or employment setting?	34.0	66.0
5. As a professional psychologist or psychometrist, do you advocate the revised edition of the Stanford-Binet as part of a complete psychoeducational assessment?	45.0	55.0
6. As a professional psychologist or psychometrist, do you feel the revised Stanford-Binet will successfully compete against the Wechsler and Kaufman Scales?	46.7	53.3
7. Has your agency, clinic, state department, etc., officially adopted the revised Stanford-Binet?	32.6	67.4

Table 2

Number of Administrations of the Revised Stanford-Binet

None	1 - 5	6 - 10	10 - 20	over 20
66.0	21.6%	2.1%	6.2%	4.1%

Table 3

Mean Rankings (0 to 4 point scale)

Wechsler Scale	2.69
Kaufman Scale	2.55
Old Stanford Binet	1.98
Revised Stanford Binet	1.26

Discussion

While a significant number of the school psychologists surveyed feel that additional training is indeed necessary for proper administering, scoring, and interpreting, only 45.4% have so far received any additional training. Apparently, the revised Stanford-Binet is receiving a slow acceptance, as only 34% of school psychologists are utilizing the revised scale in their practice. Only 32.6% of agencies, clinics, and state departments have thus far adopted the instrument, and a significant 66% of school psychologists report never having administered the instrument. When school psychologists were asked to rank the instruments in the order of their usage, the revised Stanford-Binet was ranked a significant fourth (out of four). Although it may be somewhat premature to judge the acceptance of the SB IV, it would appear that widespread usage by school psychologists has not yet occurred.

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